DOCUMENT RESUME

ED 242 568 SO 014 866

AUTHOR Hanel, Robert R.; Norman, Kristine
TITLE Positive Self Image--A Rational Approach. Course Goals Guide. Heights and Fremont Junior High Schools. Revised Edition.
INSTITUTION Parkrose Public Schools, Portland, Ore.
PUB DATE 76
NOTE 82p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Affective Objectives; Class Activities; Grade 7; Guidelines; *Humanistic Education; Junior High Schools; Learning Activities; Role Playing; *Self Concept; Self Concept Measures; Units of Study
IDENTIFIERS PF Project

ABSTRACT

Designed to be used in a cooperative effort between the school counselor and the classroom teacher, this guide contains activities for improving students' self-concepts. The following items are included: (1) a planned course statement; (2) six activities for improving self-understanding; (3) six activities for improving rational thinking regarding self-image; (4) a program evaluation questionnaire for each of the 12 activities; (5) a list of films related to the subject; (6) a glossary; (7) a five-item bibliography; (8) a table of contents of the unit intended for students; and (9) suggested follow-up activities to reinforce the material presented. Instructions for each of the activities provide a purpose, goal, counselor objective, student objective, and separate directions for the counselor and the teacher. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Robert R. Hanel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED242568

POSITIVE SELF IMAGE - A RATIONAL APPROACH

Course Goals Guide

HEIGHTS AND FREMONT JUNIOR HIGH SCHOOLS

1976

Parkrose School District #3
10636 N. E. Prescott Street
Portland, Oregon 97220

Revised Edition
by
Bob Hanel
Kris Norman

Developed
by

BOB HANEL - Heights Junior High
KRIS NORMAN - Heights Junior High
KEN GATES - Fremont Junior High
BEV PRATT - Fremont Junior High

© all rights reserved

SO 014 866

INTRODUCTION

This manual is intended as a guide. To use it most effectively, it is recommended that the books and papers listed in the bibliography be thoroughly understood.

It is suggested that students keep a notebook which includes all form and activity handouts as well as personal notes on each section. It is also recommended that students copy each student objective in their notebook.

The program will be most effectively implemented if it is presented as a cooperative effort between the counselor and the classroom teacher. The "Teacher Directed Activities" serve the dual purpose of (1) more expediently presenting the material and (2) assuring better follow-up once the unit is completed.

TABLE OF CONTENTS

PAGE

Introduction..... i

Planned Course Statement..... 1

PART A * UNDERSTANDING SELF

Objective

I - Determining differences between human worth and performance worth.. 2

II - Body characteristics do not determine human worth..... 8

III - Determining differences between internal and external self.....11

IV - Misunderstanding of self results from learned garbage beliefs.....15

V - Defenses are behaviors that cover up garbage beliefs.....19

VI - "Love Bucket" concept is an indicator of self acceptance.....23

PART B * RATIONAL THINKING

Objective

I - Feelings are not caused by persons, events, or situations, but rather by self-talk.....27

II - Identifying irrational beliefs.. 33

III - Disputing irrational beliefs with rational alternatives.....40

IV - Imagining feeling and behaving in a more rational manner.....61

V - Applying the rational thinking concepts.....65

VI - Student self-evaluation post test, teacher and student evaluation of program.. 68

Film List.....71

Glossary.....73

Bibliography.....75

Appendix

A. Student Table of Contents.....76

B. Follow Up.....78

PLANNED COURSE STATEMENT

Department Counseling Department
Heights Junior High

Area(s) of Study 7th Grade Social Studies "Man as an Individual"

Course Title POSITIVE SELF IMAGE - A RATIONAL APPROACH

Course Number 270

Length of Course 2 weeks

No. of Credits _____

Grade Level(s) 7th

Prerequisite(s) _____

Credit by Exam Available? ☐ Yes ☒ No

Check one

☒ Required
☐ Selective
☐ Elective

Alternative Learning Opportunities (Check one or more)

☒ Does Not Apply
☐ Independent Study
☐ Off-Campus Experience
☐ Other (Explain in Course Overview)

Course Overview:

The purpose of this course is to increase the student's awareness of himself. The student will gain greater feelings of self-worth which will enable him to act more effectively in his daily life.

Specifically the goal is to teach students a model which will aid them in becoming more aware that they cause their own feelings and behaviors and therefore can control them if they choose to do so.

Course Goals:

PART A * UNDERSTANDING SELF

1. To help students understand that it is only possible to observe performance, and it is not possible to measure human worth.
2. To understand that physical appearances cannot be equated with human worth.
3. To teach that the self has two distinct parts, internal and external.
4. To teach that "garbage beliefs" COVER the true self.
5. To teach that defenses are expressed in behavior for the purpose of hiding garbage.
6. To teach that "love buckets" are filled with self love. In the absence of self love the bucket is filled with garbage beliefs. The only person who can fill the bucket is YOU.

PART B * RATIONAL THINKING

1. To help students understand that feelings are not caused by an activating event but by self-talk.
2. To help students identify irrational beliefs we have about persons, events, or situations which result in upsetting responses.
3. Students will be able to dispute irrational beliefs with rational alternatives.
4. Students will learn that by visualization of a particular event, related feelings will naturally flow from the visualization.
5. Students will be able to apply rational thinking concepts.
6. Students will be able to complete a self-evaluation test and a program evaluation form.

PART A * UNDERSTANDING SELF

PURPOSE:

The purpose of this unit is to increase the students' awareness of themselves. By applying the tools and concepts of this unit, the students can gain more feelings of self-worth which will enable them to act more effectively in their daily lives.

GOAL: (Activities 1.1 through 1.6) To help students understand that it is only possible to observe performance, and it is not possible to measure human worth. (Activities 1.2 and 1.4 will stress that all human beings have equal value.)

COUNSELOR OBJECTIVE 1: STUDENTS WILL BE ABLE TO DETERMINE THE DIFFERENCE BETWEEN HUMAN WORTH AND PERFORMANCE WORTH BY IDENTIFYING WITH 100% ACCURACY A LIST OF CHARACTERISTICS AS CRITERIA ONLY FOR PERFORMANCE WORTH.

STUDENT OBJECTIVE 1: I WILL KNOW THE DIFFERENCE BETWEEN HUMAN WORTH AND PERFORMANCE WORTH.

ACTIVITIES:

1.1 TEACHER DIRECTED: Prior to the presentation of this objective the teacher will distribute and administer the self-evaluation inventory, (2) the teacher will read to the students the I AM ME article, and (3) explain the sample student notebook to prepare the students for the introduction of this unit. (see form activity 1.1, and appendix)

1.2 COUNSELOR DIRECTED: The class will participate in a "worth" game. The students will select which five people will survive on the basis of "worth". (see model activity 1.2)

1.3 COUNSELOR DIRECTED: Through the deductive process of reasoning, the counselor will show the students that the survivors were selected because they were able to perform worthwhile tasks rather than having more worth as a human being.

ACTIVITIES:

1.4 TEACHER DIRECTED: Triads of students will have 10 minutes to list qualities they believe give people human worth. Students will be required to support their opinions with empirically validatable evidence.

Note: It is the intent that students discover there is NO objective criteria for human worth. If students list characteristics such as "warmth", "understanding", "love", etc., explain that these characteristics are expressed by particular kinds of performances toward others. These characteristics are regarded as positive performances, but they are, however, only performances.

1.5 TEACHER DIRECTED: Through class discussion, the teacher will help students determine that there is no criteria to define human worth, only performance worth.

1.6 TEACHER DIRECTED: The teacher will distribute a performance worth checklist. Students not achieving 100% accuracy will, after discussion with the teacher, be administered a second checklist. (see form activity 1.6.1, 1.6.2)

1.7 TEACHER DIRECTED: The teacher will show film #4601 (16 minutes) "Right to Live, Who Decides?".

I AM ME

In all this world there is no one else exactly like me.

There are persons who have some parts like me, but no one adds up exactly like anycne else.

Therefore, everything I present can only come from me.

I own everything about me - my body, including all its thoughts and ideas; my eyes, including the image of all my eyes behold; my feelings, whatever they may be - anger, joy, frustration, love, disappointment, excitement; my mouth and all that comes out of it - loud or soft; and all my actions, whether they be to others or to myself.

I own all my triumphs and successes, all my failures and mistakes. I own my fantasies, my dreams, my hopes, my fears. Because I own all of me, I can become intimately acquainted with me, I can love me and be friendly with me in all my parts.

I know that there are aspects about myself I do not know, and there are parts of me that puzzle me.

As long as I am friendly and loving to myself, I can courageously look for the solution to the puzzles and continually look for ways to find out more about me - how I look and sound, what I say and do, and how I think and feel.

No one else looks and sounds, says and does, thinks and feels exactly like me.

In being well acquainted with myself, loving myself, and being friendly with myself, I can then make it possible for all of me to work in my best interests.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment is me; it is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did and how I thought and felt, parts may turn out to be unfitting, and I can discard that which proved unfitting and invest something new for that which I discarded.

I own me and therefore, I can engineer me.

I can learn all the new things that I need and discard all the things that no longer fit.

I can see, hear, think, say, and do.

I have then the tools to survive and grow, to be close to others and to be productive, and to make sense and order out of the world of people and things outside of me.

I AM ME and I AM OKAY.

By Virginia Satir
ETC: Vol. 27, #4; Dec. 1970

MODEL ACTIVITY
A - Objective I - 1.1

"WORTH" GAME

The intent of this game is to demonstrate to students that there exists criteria for deciding "worth" based on performance but NO objective criteria for determining human "worth"

The game has 10 characters:

1. DOCTOR
2. SHIP'S CAPTAIN
3. HOUSEWIFE
4. TEACHER
5. PRIVATE SECRETARY
6. CARPENTER
7. FARMER
8. PROFESSIONAL BASEBALL PLAYER
9. TEENAGER
10. CHEMIST

It is suggested that these titles be written on the board and have the students copy them in their notebooks.

The counselor presents this story:

> An explosion has occurred aboard ship. The ship has been totally destroyed. There are only 11 survivors - you and the 10 characters listed above. All survivors are floating in the water clinging to a small wooden life boat. The life boat will hold ONLY six people. It is equipped with oars, a first aid kit, and a few tools. These are tropical waters so there is no fear of freezing. However, there are sharks and these sharks have only temporarily been frightened off by the explosion. It is necessary to quickly decide who will enter the life boat and live and who will remain in the water and perish. You, because of a particular skill you possess which is necessary to the survival of the group, will enter the life boat. The decision is: what other five persons will enter the boat? Support your choices with REASON. Remember: our goal is to survive.

When discussion is completed ask the students to numerically list their survivors. When this is completed, ask for a show of hands to indicate which of the characters are in the first five choices. (How many had the doctor as one of the first five choices?)

Possible discussion catalysts:

(1) What did you learn about yourself and others from this exercise?
(2) Who you are = human worth.
(3) How you act or what you do = performance worth.
(4) Give an example of a personal performance which is judged to be "bad" and explain that your human worth was not changed.

NAME_____

"WORTH" CHECKLIST - #1

Directions: Mark with an "H" those characteristics describing human worth, and mark with a "P" those characteristics describing performance worth.

_____clever	_____weak	_____skilled	_____clumsy
_____smart	_____fast	_____artistic	_____lazy
_____athletic	_____slow	_____leader	_____weird
_____strong	_____shy	_____well-dressed	_____pleasant
_____humorous	_____noisy	_____rich	_____brave
_____clean	_____stupid	_____dirty	_____frightened
			_____poor

FORM ACTIVITY
Objective I - 1.6.1

- -

NAME_____

"WORTH" CHECKLIST - #2

Directions: Mark with an "H" those characteristics describing human worth, and mark with a "P" those characteristics describing performance worth.

_____stupid	_____athletic	_____slow	_____noisy
_____shy	_____weird	_____well-dressed	_____skilled
_____artistic	_____weak	_____brave	_____strong
_____smart	_____clumsy	_____fast	_____poor
_____clever	_____dirty	_____frightened	_____clean
_____humorous	_____rich	_____lazy	_____pleasant
_____leader			

FORM ACTIVITY
A - Objective I - 1.6.2

PROGRAM EVALUATION - Part A - Objective 1

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: To understand that physical appearances cannot be equated with human worth.

COUNSELOR OBJECTIVE II: STUDENTS WILL KNOW THAT BODY CHARACTERISTICS DO NOT DETERMINE HUMAN WORTH BY REFUTING IN WRITING THE BELIEF THAT IMPROVING BODY CHARACTERISTICS INCREASES HUMAN WORTH.

STUDENT OBJECTIVE II: I WILL KNOW THAT BY BODY CHARACTERISTICS DO NOT INCREASE OR DECREASE MY HUMAN WORTH.

ACTIVITIES:

2.1 COUNSELOR DIRECTED: The counselor will show the following groups of pictures and ask the class as a whole to agree which one of the pair is most acceptable and which is least acceptable.

1st pair: slender person - over weight person

2nd pair: attractive person - not so attractive person

3rd pair: young person - old person

2.2 COUNSELOR DIRECTED: The counselor will show the class a group of selected magazine advertisements which illustrate the way in which ads sell the notion that good body characteristics increase human worth.

2.3 COUNSELOR DIRECTED: The counselor will show that body characteristics do not change our value as a human being. The following are suggested discussion questions:

(a) How was it possible to come to an agreement as to which picture in the pair was most acceptable or least acceptable?

(b) Is it possible to come to an agreement as to which picture in the pair has the greatest human worth?

(c) Do the advertisements equate good body characteristics with human worth?

(d) What is the value of good body characteristics?

2.4 TEACHER DIRECTED: Each student will write a list which body characteristics he would like to change or improve about himself. Following this, he will (1) explain what goal(s) this will help to achieve, and (2) explain how this will not change his human worth.

PROGRAM EVALUATION - Part A - Objective II

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: To teach that the self has two distinct parts, internal and external.

OBJECTIVE III: THE STUDENTS WILL KNOW THE DIFFERENCE BETWEEN INTERNAL SELF AND EXTERNAL SELF BY COMPLETING WITH 100% ACCURACY A TRUE/FALSE QUIZ.

STUDENT OBJECTIVE III: I WILL KNOW THAT I HAVE AN INTERNAL SELF AS WELL AS AN EXTERNAL SELF.

3.1 COUNSELOR DIRECTED: The counselor will write the terms external self and internal self on the blackboard and will provide an explanation of the difference between the two through the following activity:

Choose a person in the class and ask, "I want to know this person; tell me somethings about him or her."

List the characteristics on the blackboard that are given by the students under the proper category (internal or external). The external characteristics help us to identify the person, but to know him/her we have to be aware of the internal self (feelings). The internal self can be guessed at (reading nonverbal cues), but can be fully known only if the person willing shares that part of his self.

Example: "You can see me presenting this material, you can see how I'm dressed and how I look, you can observe my behaviors; but until I tell you how I feel about presenting (perhaps nervous), you don't really know me."

Ask students to distinguish between external self (body and performance) and internal self (feelings).

3.2 COUNSELOR DIRECTED: Students will dramatize feelings, class will attempt to guess. "Body Language" game may be used as a guide, i.e., lonliness, sadness, happiness, boredom, anger, fear, embarrassment, shyness, frustration, hate, worried.

3.3 COUNSELOR DIRECTED: The counselor will distinguish between thoughts-attitudes-judgments-and feelings.

(a) "Feelings are neither right nor wrong; they just are." Feelings have no morality, behaviors may.

(b) "I am what I feel." I feel happy; I am happy.

(c) Ask students to tell who they are at that moment.

3.4 COUNSELOR DIRECTED: Two facilitators will role-play a situation in which Person A is negatively confronted by Person B. Person B attacks body and performance of Person A. Person A does NOT accept Person B's evaluation of his body and performance as valid criteria for human worth.

3.5 COUNSELOR DIRECTED: Class discussion: Students will be requested to explain why Person A did not angrily respond to Person B's attack. From the group's interpretations, the counselor will explain that the attack was on the external self. Further, that Person A, having an understanding and appreciation of his internal self (recognizing that it has more value than the external self) was able to accept the attack at Person B's evaluation only. Note: Remind students of the relationship between human worth and performance worth.

Note: This is intended for illustration of the concept and not to be presented as a totally realistic example.

3.6 TEACHER DIRECTED: Students will complete with 100% accuracy a true/false quiz concerning external self and internal self. (see model activity 3.4)

3.7 TEACHER DIRECTED: Teacher will administer a second quiz to all students not achieving 100% accuracy, after discussion of questions missed. (see model activity 3.5)

NAME_____

TRUE/FALSE QUIZ - #1

Directions: Mark with a "T" (true) or "F" (false) the following statements.

_____1. The external self is feelings.

_____2. Having lots of money will increase your human worth.

_____3. Hitting a home run is part of the external self.

_____4. Being happy is an expression of the internal self.

_____5. Being well liked is an expression of the internal self.

_____6. Doing well on this quiz is an expression of external self.

FORM ACTIVITY
A - Objective III - 3.4

- - - -

PROGRAM EVALUATION - Part A - Objective III

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: To teach that "garbage beliefs" COVER the true self.

OBJECTIVE IV: STUDENTS WILL KNOW THAT A MISUNDERSTANDING OF SELF RESULTS FROM LEARNED "GARBAGE BELIEFS" AS INDICATED BY EACH STUDENT IDENTIFYING A PERSONAL "GARBAGE BELIEF" OF WHICH THAT PERSON INTENDS TO DISPOSE.

STUDENT OBJECTIVE: I WILL KNOW THAT WHEN I DON'T LIKE WHO I AM IT'S BECAUSE OF "GARBAGE BELIEFS" I HAVE ABOUT MYSELF.

ACTIVITIES:

4.1 COUNSELOR DIRECTED: The counselor will explain the real self. The external self is necessary for the achievement of goals and is in a constant state of change. The internal self, or real self, which is composed of feelings, is constant and always remains wonderful, beautiful, lovable and capable.

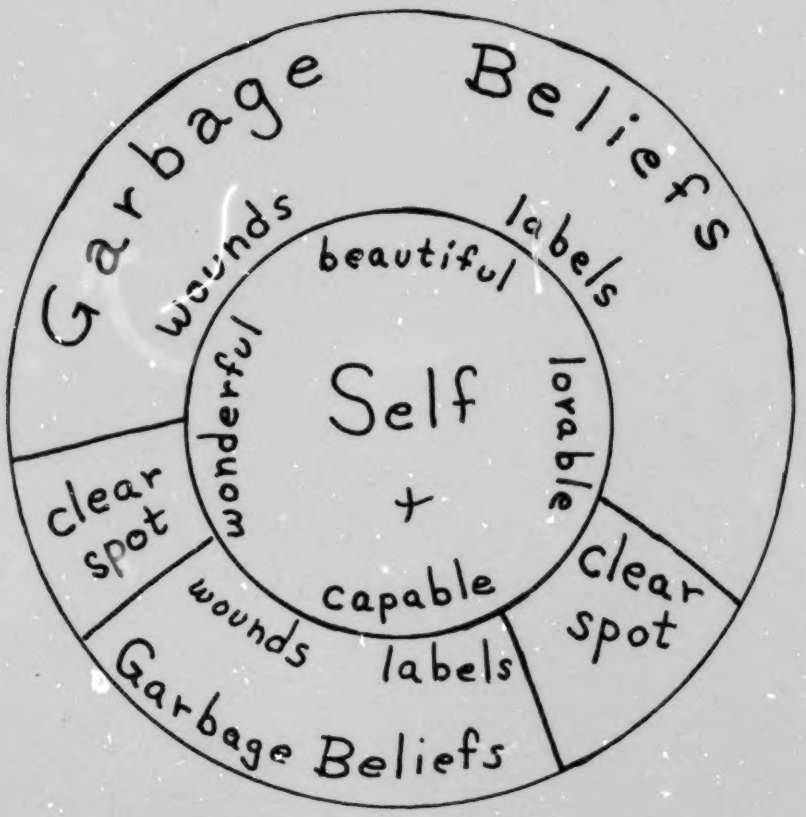
4.2 COUNSELOR DIRECTED: The counselor will explain the meaning of "garbage beliefs". "Garbage beliefs" are irrational beliefs that hide the real self. It is suggested that the counselor write on the blackboard personal "garbage beliefs" and ask that students volunteer to verbalize theirs. Counselor will share remembered garbage beliefs from his seventh grade experiences.

4.3 COUNSELOR DIRECTED: The counselor will present and explain a diagram illustrating the contamination of self by "garbage beliefs". (see Model Activity 4.3)

4.4 COUNSELOR DIRECTED: Students will be required to list two personal "garbage beliefs". The "garbage beliefs" will be unsigned and deposited in a container, as well as written in their notebook. A guide to writing garbage beliefs is to begin the sentence with "I feel worthwhile when ...." or "In order to be worthwhile, I must ....". The counselor will randomly select papers from the container which will be read orally and discussed with the class. Through this activity the students will deductively discover the meaning of "WOUNDS", "CLEAR SPOTS", AND "LABELS". (see glossary)

4.5 TEACHER DIRECTED: Students will be asked to construct a garbage can to be stapled in their notebook in this section. As students become aware of personal garbage beliefs, they will be encouraged to write them down and deposit them in this garbage can. Note: It is suggested that students be given time for several class periods to do this.

"WOUNDS"..... "CLEAR SPOTS" ..... "LABELS"



MODEL ACTIVITY
A - Objective IV - 4.3

PROGRAM EVALUATION - Part A - Objective IV

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: To teach that defenses are expressed in behavior for the purpose of hiding garbage.

OBJECTIVE V: STUDENTS WILL LEARN THAT DEFENSES ARE BEHAVIORS THAT COVER UP THE GARBAGE BELIEFS.....AS INDICATED BY CORRECT RESPONSES ON A QUESTIONNAIRE.

STUDENT OBJECTIVE: I WILL KNOW THAT MY DEFENSES ARE BEHAVIORS WHICH COVER UP GARBAGE BELIEFS THAT I HAVE ABOUT MYSELF.

ACTIVITIES:

5.1 COUNSELOR DIRECTED: The counselor will reintroduce the diagram from activity 4.3 and include defenses. The completed diagram includes SELF, GARBAGE BELIEFS, and DEFENSES. The counselor will explain the purpose of defenses and give examples. The counselor will ask students to identify a garbage belief and a corresponding defense.

Example: Garbage belief - In order to be worthwhile, I have to be tough. Defenses - fighting, smoking, swearing, etc.

5.2 COUNSELOR DIRECTED: Role play conflict situations will be presented. Students will identify the hidden garbage belief covered up by the specified behavior (defense). (see Model Activity 5.2.1, 5.2.2). The counselor will lead a discussion following each role play which will aid students in their understanding of garbage beliefs and defenses. The students will fill out the appropriate form after each role play. (see Form Activity 5.2)

Note: In order for students to understand this material, it will be necessary to emphasize defenses and give many examples.

ROLE PLAY - #1

First student gets up from desk to sharpen pencil. On the way, he purposefully knocks a second student's notebook on the floor and continues to walk on as if nothing has happened. The second student asks him to pick up the notebook. He responds with something like, "Pick it up yourself. It's not my notebook."

Defense: Generally, acting "tough."
Specifically, demonstrating superiority over another human being.

Garbage Belief: In order for me to be worthwhile, I must demonstrate my superiority over others.

MODEL ACTIVITY
A - Objective V - 5.2.1

ROLE PLAY - #2

Several students in the class are being generally disruptive. As the teacher lectures to the class, these students are talking to each other, poking each other, flying airplanes, and so on. The teacher asks them to stop their disruptive behavior. They stop for a moment, and then begin again.

Defense: Generally, disturbing the class.
Specifically, competing with the teacher for the attention of the class.

Garbage Belief: In order for me to be worthwhile, I must have the attention of other students.

MODEL ACTIVITY
A - Objective V - 5.2.2

ROLE PLAY QUESTIONNAIRE

Directions: Complete this questionnaire following each role play situation.

1. What are the defenses covering up the garbage beliefs?

_____

_____

2. What are the garbage beliefs?

_____

_____

3. Did the student achieve a goal, or did the student live out a garbage belief?

_____

_____

_____

Example:

non garbage: I want to be liked by others. (GOAL)

garbage: I MUST be liked in order to be worthwhile.

(Living out a garbage belief)

FORM ACTIVITY
A - Objective V - 5.4

PROGRAM EVALUATION - Part A - Objective V

STRENGTHS:

WEAKNESSES:

STUDENT REACTION AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: To teach that "love buckets" are filled with self love. In the absence of self love the bucket is filled with garbage beliefs. The only person who can fill the bucket is YOU.

OBJECTIVE VI: STUDENTS WILL KNOW THAT THE "LOVE BUCKET" CONCEPT IS AN INDICATOR OF SELF ACCEPTANCE, AS SHOWN BY THEIR ABILITY TO WRITE ABOUT TWO EXPERIENCES IN WHICH THEY CORRECTLY IDENTIFY A SITUATION IN WHICH THEIR "LOVE BUCKET" WAS FULL AND A SITUATION IN WHICH THEIR "LOVE BUCKET" WAS EMPTY.

STUDENT OBJECTIVE: I WILL KNOW THAT I CANNOT LOVE SOMEONE ELSE ANYMORE THAN I CAN LOVE MYSELF.

ACTIVITIES:

6.1 COUNSELOR DIRECTED: The counselor will explain that the "love bucket" is representative of LOVE FOR SELF using appropriate diagrams. Through use of a story or skit, the counselor will explain how we believe other people can fill and empty our "love bucket". The story or skit will illustrate the belief that a person is made to feel good about himself from frequent compliments, or feel bad about himself from frequent insults.

Note: The only person that can fill your love bucket is you.

6.2 COUNSELOR DIRECTED: The counselor will present several role play situations.

1. A student whose love bucket is empty.
2. A student whose love bucket is full.

A common situation will be presented to both students. Each student will respond according to his self concept and these responses will be evaluated by other students. Students will understand that you cannot love someone else anymore than you love YOURSELF. (see Model Activity 6.2.1, 6.2.2)

Example: New student in school.

6.3 COUNSELOR DIRECTED: The counselor will read HOPE FOR THE FLOWERS to the students. After the reading,a class discussion will be held to discover the purpose. (see Model Activity 6.3)

6.4 TEACHER DIRECTED: Students will write about a personal experience in which their "love bucket" was FULL, and a personal experience in which their "love bucket" was EMPTY.

6.5 TEACHER DIRECTED: The teacher will read the story "THE NEW KID" in Themes In Literature and discuss.

ROLE PLAY #1

You wake up in the morning and your sister is wearing the shirt you planned to wear to school. You do have other shirts, even though that is your favorite. How would you respond? Remember your "love bucket" is full (giving, loving). Remember your "love bucket" is empty (taking, selfish).

MODEL ACTIVITY
A - Objective VI - 6.2.1

ROLE PLAY #2

You come home from school and your mother asks you to take out the garbage. You want to watch one of your favorite programs on T.V. How would you respond? Remember your "love bucket" is full (giving, loving). Remember your "love bucket" is empty (taking, selfish).

MODEL ACTIVITY
A - Objective VI - 6.2.2

ROLE PLAY #3

You are walking down the hall at school and another student calls you a turkey. How would you respond?

MODEL ACTIVITY
A - Objective VI - 6.2.3

ROLE PLAY #4

You are standing in the lunch line and someone takes cuts in front of you. How would you respond?

MODEL ACTIVITY
A - Objective VI - 6.2.4

PROGRAM EVALUATION - Part A - Objective VI

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

PART 'B' - RATIONAL THINKING

PURPOSE: Tnis unit is a continuation of Part "A". Specifically the purpose is to teach students a model which will aid them in becoming more aware that they cause their feelings and behaviors and therefore can control them if they choose to do so.

GOAL: To help students understand that feelings (emotional consequences) are not caused by an activating event but by self-talk.

OBJECTIVE I: STUDENTS WILL KNOW THAT FEELINGS ARE NOT CAUSED BY PERSONS, EVENTS, OR SITUATIONS, BUT RATHER BY SELF-TALK. THIS WILL BE INDICATED BY THEIR CORRECT WRITTEN RESPONSE TO A QUESTION ASKED AFTER A STORY IS READ.

STUDENT OBJECTIVE: I WILL KNOW THAT MY FEELINGS ARE NOT CAUSED BY PERSONS OR THINGS, BUT RATHER BY MY SELF-TALK.

ACTIVITIES:

1.1 COUNSELOR DIRECTED: Counselors will present to the class the following model:

'A' (activating event) CAUSES 'C' (consequences)

The counselor will demonstrate that this model is appropriate for PHYSICAL PAIN, but not appropriate for EMOTIONAL PAIN. The counselor will gently strike a student and explain how the model appropriately applies.

1.2 COUNSELOR DIRECTED: The counselor will distribute an example of a situation involving emotional pain which will be discussed. The counselors will demonstrate that this example cannot be applied to the above model. (see Model Activity 1.2)

1.3 COUNSELOR DIRECTED: Counselors will insert 'B' (self-talk) into the above model (1.1). Through use of examples, the counselor will explain that self-talk is unconscious - i.e., out of current awareness.

1. Learning to drive a car.
2. Finding your way to classrooms.

The point to be made is that when these are first learned, it is with conscious effort. Later these "skills" become seemingly automatic and unconscious.

Note: Explain that the EMOTIONAL CONSEQUENCES - point 'C' - are not the result of point 'A' (activating event) - but rather the result of point 'B' (self-talk). Further explain that we continue the irrational belief that people, events, and situations, cause our feelings by conscious self-talk like: "He made me mad." - "That really upsets me." - "She makes me so happy." - "School bores me."

ACTIVITIES:

1.4 TEACHER/COUNSELOR DIRECTED: Teacher and counselor will become involved in a quarrel in which the counselor will leave the room, seemingly upset. The counselor will list student emotional responses on the board. In a class discussion, students will be asked to account for the different emotional responses to the same situation i.e., the feelings are caused by self-talk rather than the situation. (see Model Activity 1.4)

1.5 COUNSELOR DIRECTED: The counselors will distribute a story which will be read orally to the class. At the end of the story, a question will be asked to determine student understanding of the concept. The counselor collects the answers for evaluation. (see Model Activity 1.5)

1.6 TEACHER DIRECTED: Students will describe a situation and label it "A" - Activating Event. This should be a recent experience in their daily life. They they will identify the resulting feeling and label it "C" - Emotional Consequence.

'A' * 'B' * 'C' (ACTIVATING EVENT - BELIEF - CONSEQUENCES)

'A' = ACTIVATING EVENT

"Those kids are always talking about me behind my back. Yesterday they were standing by their locker talking and laughing; and as soon as I came up they stopped talking and walked away. They never seem to pay any attention to me when I'm in the group. When I asked one of them about the things that had been said about me, they denied it and blamed it on somebody else."

'B' = SELF-TALK (belief)

1. "They shouldn't be talking about me behind my back."
2. "I can't stand it! This is awful!"
3. "I must be rotten because they never include me."

'C' = EMOTIONAL CONSEQUENCES

"I feel so angry because those kids are always spreading rumors about me. I get so discouraged, I'd just like to stay home from school."

Note: Students are to understand that feelings/emotional consequences ('C') are caused NOT by the Activating Event ('A') but by Self-Talk ('B').

MODEL ACTIVITY
B - Objective 1 - 1.2

QUARREL WITH TEACHER

COUNSELOR: I will explain now how you cause yourself to feel as you do.

TEACHER: (raise hand) Why don't you show them by example or get the kids involved or do something active? I think the kids get tired of you lecturing.

COUNSELOR: I've included as much activity as I can. I think some things have to be explained. Maybe you could come up here and conduct an activity.

TEACHER: It's your program. I'm sure you can come up with something besides talking to the kids. This is my social studies time and I think you are obligated to make it as interesting as possible or forget it all together.

COUNSELOR: Maybe you're not interested because you haven't been listening. You've been spending the time doing lesson plans when we're in here. I thought we agreed you would help with the presentation.

TEACHER: Why don't we just end it here. I think you have presented enough material to the kids. Now we're ready to get back to social studies. I think you are beginning to repeat yourself anyway.

COUNSELOR: If that's the way you want it. (exit from room)

MODEL ACTIVITY
B - Objective I - 1.4

STORY

Passing time has ended. The students are settled in their seats, and the teacher is ready to begin the class activities for the day. Mrs. McGraw is standing in front of the class reading the bulletin. Typically, the class is quiet, being the first period of the day. All the students listen attentively as the menu is read.

Sam, who has been assigned a front row seat because he is constantly fighting with Jane, turns around and shoots a spitwad at her. Jane, not to be outdone, gets out of her seat and pours a whole bottle of perfume on Sam's head.

Mrs. McGraw is really angry! Since she did not see the spitwad, she thinks Jane has caused the disruption in the class and shouts, "Jane, you're always messing around! Go out in the hall, and after I finish the bulletin, I'll be out to talk to you about this matter!"

Jane replies defensively, "Sam shot me with a spitwad! He started it!"

"Don't argue, Jane," retorted Mrs. McGraw, "just get out into the hall."

Jane looks angrily at Mrs. McGraw and shouts, "That isn't fair!", as she stomped out into the hall.

*** What was the cause of Mrs. McGraw's and Jane's anger?????

1. Mrs. McGraw's anger was caused by _____

_____

2. Jane's anger was caused by _____

_____

PROGRAM EVALUATION - Part B - Objective I

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: To help students identify irrational beliefs we have about persons, events, or situations which result in upsetting responses.

OBJECTIVE II: STUDENTS CAN IDENTIFY THE IRRATIONAL BELIEFS WE HAVE ABOUT PERSONS, EVENTS, OR SITUATIONS WHICH RESULT IN UPSETTING RESPONSES. THIS WILL BE DETERMINED BY STUDENTS CORRECTLY IDENTIFYING AT LEAST THREE PERSONALLY USED IRRATIONAL SELF-TALK STATEMENTS.

STUDENT OBJECTIVE: I WILL BE ABLE TO IDENTIFY SOME OF THE IRRATIONAL BELIEFS I HAVE ABOUT PERSONS OR THINGS.

ACTIVITIES:

2.1 TEACHER DIRECTED: Students will be divided into triads and spokesperson will be appointed for the following activity:

2.2 COUNSELOR DIRECTED: Counselors will demonstrate to students that most irrational self-talk can be classified in three general catagories:

1. DEMANDING WORDS
2. CATASTROPHIZING WORDS
3. OVER-GENERALIZATIONS

2.3 COUNSELOR DIRECTED: Counselors will distribute the A-B-C story to the students and it will be read orally to the class. Students will then get into their triads and identify and underline the irrational self-talk or garbage beliefs, guided by the following question:

What must the student have said to self about point 'A' (activating event) at point 'B' (self-talk) in order to experience the EMOTIONAL responses at point 'C'? (see Form Activity 2.2)

2.4 COUNSELOR DIRECTED: The spokesperson will report all statements identified in the triad as irrational beliefs. Counselors will write these beliefs on the chalkboard and point out any incorrectly identified statements.

ACTIVITIES:

2.5 COUNSELOR DIRECTED: Counselors will have an impromptu conversation using irrational statements that can be associated with the above three categories. Students will indicate recognition of each statement by raising their hands.

2.6 COUNSELOR DIRECTED: Counselors will distribute the ten irrational beliefs and discuss them briefly with the students. (see Model Activity 2.6)

Note: Stress the fact that the product of the ten irrational beliefs could be classified into the three categories: 1. Demanding 2. Catastrophizing 3. Over-generalization.

2.7 COUNSELOR DIRECTED: Two students will volunteer to have a conversation with a counselor. The purpose of the conversation is to elicit irrational statements. This will be a class competition game in which students will raise their hands to identify the irrational statements within the conversation.

2.8 COUNSELOR DIRECTED: Counselors will provide a personal incident involving emotional stress and identify at least three irrational self-talk statements that caused the stress.

2.9 COUNSELOR DIRECTED: Some students will be asked to orally describe a personal emotional experience. The class will identify the irrational self-talk.

2.10 TEACHER DIRECTED: Students will write, using the 'A-B-C' format, a personal emotional experience to be placed in their notebooks. They will identify at least three irrational statements. (see Form Activity 2.10)

Note: (Refer back to Part B, Objective I, Activity 1.6)

THE 'A-B-C' STORY

'A' - ACTIVATING EVENT:

I was working at my desk in block class on some assignments from the unit "Man as an Individual". Susan and Dave were talking a couple rows from me. As I looked at them, I felt they were staring right at me. I quickly turned my head away from them and pretended to be doing my work. But now I was interested in what they might be saying; I was sure they must be talking about me. I carefully tried to tune in to what they were saying. I could not hear everything, but some words I did hear. The words that I picked up were "wierdo", "freak", "stupid", and "ugly". When I hear these words, I looked out the corner of my eye. THEY WERE GIGGLING. I saw them laughing at me. My face turned red and I tried to get back to work, but I felt like crying.

'B' - BELIEFS (baloney) SELF-TALK

Sue and Dave were popular kids in class. I wanted so much to have them like me and include me in their group. I was trying so hard to please them. Why just last week I helped them do an assignment so they would get a better grade. They shouldn't be doing this to me. I thought they were beginning to like me. They make me feel so embarrassed. Oh, this is terrible! If they don't like me, then no one will like me. I was trying so hard; I am just never going to have any friends. They always treat me this way. Those bums! After all the things I have done for them, they laugh at me. I really hoped this year would be different with new kids, but it's not! Everything wrong happens to me. Why couldn't they be nice.

FORM ACTIVITY
B - Objective II - 2.3

THE- 'A-B-C-' STORY (continued)

'C' - EMOTIONAL CONSEQUENCES

They made me feel so hurt and embarassed. I also felt really mad at them for doing that to me.

Question: (to guide you in finding the irrational self-talk or garbage beliefs)

What must the student have said to SELF concerning point 'A' (activating event) at point 'B' (self-talk, beliefs) in order to experience the emotional responses at point 'C'?

POINT B_1: _____

_____

POINT B_2: _____

_____

POINT B_3: _____

_____

FORM ACTIVITY
B - Objective II - 2.3

IRRATIONAL GARBAGE BELIEFS

1. I can't help feeling the way I do even if it makes things worse.

2. I must feel loved and approved of by my family and friends or I feel bad about myself.

3. I must be able to do things really well (good) or I feel stupid.

4. Other people (things, events, facts) make me feel the way I do.

5. If there is somebody or something I don't like, it is best not to cooperate.

6. I must do things my way.

7. I feel bad if I cannot perform as well as people expect me to.

8. I feel like a bad person when I do something bad and I feel really good when I do something well.

9. I must depend on other people for love, approval, and acceptance.

10. I feel that some things 'should not be' the way they are and other things 'should be' a certain way.

'A-B-C' FORMAT

COUNSELOR REMARKS

'A' - Activating Event:

Identify a situation which results in your feeling and behaving in ways you don't like.

A.

'B' - Baloney or Irrational Self-Talk:

Identify your self-talk. Use the three general categories of irrational self-talk as a guide.

(1)

(2)

(3)

B.

'C' - Feelings or Emotional Consequences:

Identify the feelings you have as a result of the situation explained in 'A'.

C.

FORM ACTIVITY
B - Objective II - 2.10

PROGRAM EVALUATION - Part B - Objective II

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: Students will be able to dispute irrational beliefs with rational alternatives.

OBJECTIVE III: STUDENTS CAN DISPUTE IRRATIONAL BELIEFS WITH RATIONAL ALTERNATIVES AS INDICATED BY THEIR ABILITY TO IDENTIFY AT LEAST FIVE IRRATIONAL SELF-TALK STATEMENTS IN POPULAR MUSIC AND PROVIDE RATIONAL ALTERNATIVES.

STUDENT OBJECTIVE III: I WILL BE ABLE TO ARGUE MY IRRATIONAL (GARBAGE) BELIEFS WITH RATIONAL ALTERNATIVES.

ACTIVITIES:

3.1 COUNSELOR DIRECTED: Counselors will explain to the students that how you feel and how you behave is your choice. Whatever you are feeling at point 'C' (anger, sadness, happiness, etc.) is caused by your thinking at point 'B'. If you sustain the feeling, that is your choice, but you may choose to get rid of it. The following example will be given orally by the counselor: "A student in class believes he has been offended by the teacher. As a result, he is angry (hurt) and makes the decision to strike back at the teacher by refusing to work. When the period ends, he has completed no assignments, and therefore has received no credit for the class activities that day." The students will be asked to explain how this behavior is self-defeating, and if it would have been possible to behave differently.

3.2 COUNSELOR DIRECTED: Counselors will represent the ten irrational ideas to the students. The intent at this time is to point out to students the rational alternatives. Counselors will review all ten irrational beliefs providing an example for each one, and asking students to provide a rational alternative. For example: The counselor will say, "I can't help feeling nervous even though it makes my presentation worse." (see Form Activity 3.2)

ACTIVITIES:

3.3 COUNSELOR DIRECTED: Using Form Activity 3.2, students will be asked to apply a personal example to the ten irrational beliefs. This will be a homework assignment that is due when the counselor returns to the classroom. (see Form Activity 3.2)

3.4 COUNSELOR DIRECTED: The Rational Thinking Traveling Repertoire Company from the drama class will present a dramatization based on the 'A-B-C' model. It will be presented twice. Prior to the first presentation, students will receive Form Activity 3.4. The first time the students will merely observe. The second time students will be asked to take notes during the drama to aid in orally answering the related questions. (see Form Activity 3.4 and Model Activity 3.4.1 and 3.4.2)

3.5 COUNSELOR DIRECTED: Two students will volunteer to participate in a conversation with a counselor in front of the class. The students in the class will be divided into two groups, and it will be their task to recognize and dispute the irrational statements made in the conversation. It is suggested that the students raise their hands to indicate recognition of an irrational statement. The following point system may be helpful:

1. 1 point for recognition of an irrational statement
2. 3 points for disputing it with a rational alternative

ACTIVITIES:

3.6 COUNSELOR DIRECTED: Song lyrics will be distributed to students to follow along while the music is being played. Students will be asked to underline at least five irrational statements included in the music. Following the playing of the music, the students will write the rational alternatives to the statements identified. These will be handed in for correction by the counselors. (see form activity 3.7, model activity 3.7.1, 3.7.2, 3.7.3, 3.7.4)

3.7 COUNSELOR DIRECTION:

Point of Discussion:

It is beneficial to the students to understand that it is often desirable to have friends, and when we are with people we like and care about, we usually feel good about ourselves. The point that is important to make is that it is NOT the friends that make us feel good, but rather that we cause ourselves to feel good when we are with our friends. Friends or people we care about help us to recognize our own goodness or human worth.

IRRATIONAL BELIEFS (garbage beliefs) and RATIONAL ALTERNATIVES

1. IRRATIONAL BELIEF: I can't help feeling the way I do even if it makes things worse.

   Rational Belief: I CAN HELP THE WAY I FEEL BECAUSE I CAUSE MY OWN FEELINGS.

   EXAMPLE: _____

2. IRRATIONAL BELIEF: I must feel loved and approved by my family and friends or I feel bad about myself.

   Rational Belief: I LIKE OTHERS TO LOVE AND APPROVE OF ME, BUT EVEN WHEN THEY DON'T, I AM STILL A WORTHWHILE PERSON.

   EXAMPLE: _____

3. IRRATIONAL BELIEF: I must be able to do things really well (good) or I feel stupid.

   Rational Belief: I AM A WONDERFUL, BEAUTIFUL, LOVABLE, CAPABLE PERSON NO MATTER HOW POORLY I DO THINGS.

   EXAMPLE: _____

4. IRRATIONAL BELIEF: Other people (things, events, facts) make me feel the way I do.

   Rational Belief: I MAKE MYSELF FEEL THE WAY I DO.

   EXAMPLE: _____

5. IRRATIONAL BELIEF: If there is somebody or something I don't like it is okay to ignore that person or thing.

   Rational Belief: IF I AM TRYING TO ACHIEVE A GOAL, IT MAKES SENSE TO DO WELL WHETHER OR NOT I LIKE THAT PERSON OR THING.

   EXAMPLE: _____

IRRATIONAL BELIEFS (garbage beliefs) and RATIONAL ALTERNATIVES (continued)

6. IRRATIONAL BELIEF: There is only one correct way to do things, and that's my way.

Rational Belief: THERE ARE MANY WAYS OF DOING THINGS. MY WAY IS NOT NECESSARILY THE ONLY WAY, AND IT MAY NOT EVEN BE THE "RIGHT" WAY.

EXAMPLE: _____

_____

_____

7. IRRATIONAL BELIEF: I feel bad if I cannot perform as well as people expect me to.

Rational Belief: PEOPLE CAN CRITICIZE WHAT I DO, BUT THEY CANNOT CHANGE MY HUMAN WORTH.

EXAMPLE: _____

_____

_____

8. IRRATIONAL BELIEF: I feel like a bad person when I do something bad and I feel really good when I do something well.

Rational Belief: "GOOD" OR "BAD" BEHAVIOR DOES NOT MAGICALLY CHANGE MY HUMAN WORTH.

EXAMPLE: _____

_____

_____

9. IRRATIONAL BELIEF: I must depend on other people for love, approval, and acceptance.

Rational Belief: I MAY WANT THE APPROVAL OF OTHERS, BUT MOST IMPORTANT IS THAT I ACCEPT AND APPROVE OF MYSELF.

EXAMPLE: _____

_____

_____

FORM ACTIVITY
B - Objective III - 3.2

IRRATIONAL BELIEFS (garbage beliefs) and RATIONAL ALTERNATIVES (continued)

10. IRRATIONAL BELIEF: I feel that some things 'should not be' the way they are and other things 'should be' a certain way.

Rational Belief: IF THE NECESSARY CONDITIONS ARE MET, THINGS SHOULD BE EXACTLY THE WAY THEY ARE.

EXAMPLE: _____

_____

_____

INTRODUCTION TO THE R. T. DRAMA

THE RATIONAL THINKING TRAVELING REPERTOIRE COMPANY

The following dramatization is about a person who has, throughout much of her young life, been the target of ridicule. Other students in school rarely pass up the opportunity to make fun of her. She is generally described by those who know her as stupid, ugly, weird, freaky or any other title intended to destroy her human worth. The problem is not only that this person is subjected to this ridicule, but more that she has accepted their description of her self as correct, accurate, and true.

During the dramatization, watch Donna's facial expressions and other nonverbals, as well as her verbal comments as she is insulted. You will see how she has accepted the student's remarks about her as true.

In this unusual dramatization, two persons play the role of Rational and Irrational Self. These roles are not persons' but rather Donna's thoughts. The Irrational Self tells Donna that the comments are true and that she is not worthwhile. The Rational Self tells her she is a worthwhile person in spite of them.

Notice in the early part of the dramatization that Donna listens to the Irrational Self and as a result she feels hurt, angry, ashamed. As the drama progresses, she begins to listen less to her Irrational Self and more to her Rational Self. She begins accepting herself in spite of the ridicule of other kids. Finally Donna is able to accept herself. Because she accepts herself, she can also accept the kids ridiculing her. She is not angry at them because she is not angry at herself.

SCENE I

The first scene opens with three students sitting at a table. Donna enters. Listen and watch how Donna's responses are determined, not by what the kids say to her, but by what she says to herself about their comments. Her Irrational Self is in control of her and as a result she feels miserable.

SCENE II

The second scene takes place several weeks later. Donna is learning to listen to her Rational Self as often as she listens to her Irrational Self. As she sits in the lunch room, the kids enter and begin their insults. Donna has not yet learned to totally believe in her own self-worth. She is still listening to her Irrational Self which tells her that others tell her how worthwhile she is. But she is listening more to her Rational Self. She is beginning to accept herself. She is growing as a person.

SCENE III

In this final scene, several weeks later, Donna is in the Library. The kids continue to try and improve their own self image by insulting Donna, but by this time, Donna has become tuned in and turned on by her own "beautiful" self. She is ignoring her old Irrational Self and listening to her Rational Self. She is able to accept herself. Because she can accept herself, she can also accept the kids in spite of their continued insults.

SCRIPT FOR R. T. DRAMA

ACT I, Scene 1

The scene is set with the three boys sitting at a table. Donna appears.

1st Boy: Have you seen the new cheerleaders?

2nd Boy: Yeah. They're real foxes.

3rd Boy: What body performance! Jeez!

1st Boy: Yeah man! I really like Jan's hair.

(Donna enters)

2nd Boy: Hey guys! Look who's coming.....Donna. My gawd, she's a dawg.

(more comments about Donna's appearance)

3rd Boy: Yeah! She is really ugly. She walks so funny.

1st Boy: Let's get out of here before she sits at our table.

Irrational Self-Talk:

1. I must be a worthless person for them to talk about me that way.
2. They shouldn't call me ugly. Now everyone thinks I'm ugly.
3. This is awful! Everything happens to me.
4. I can't stand being treated this way.

Rational Self-Talk:

1. I am not a worthless person. Just because they call me "ugly" does not make me worthless.
2. They can call me "ugly" if they choose. I may not like it, but if they want to behave that way it's okay. Where is the evidence that everyone thinks I'm ugly?
3. This is not awful. It is unpleasant to be treated this way. It would be nice if they would behave differently, but if they choose to behave this way that's their choice it does not decrease my human worth.
4. I can stand it. If I couldn't I would be dead. However, I certainly can't like their saying those things. I wish they would stop but if they keep doing it I certainly can stand it.

ACT 1, Scene 2

Donna is sitting at the lunch table. (Three boys walk in with their lunch and discover that Donna is sitting at <u>their</u> lunch table).

1st Boy: "Come on guys...let's hurry and get to our table before anybody sits there."

2nd Boy: "Oh, no! Look who's sitting there...Donna."

3rd Boy: "Now why is she following us. She is one step ahead of us all the time. I can't believe that she is always there."

1st Boy: "yeah...she's even at our table. Can't even get away from her here. Now what are we gonna do? Sit at another one or somethin'."

2nd Boy: (To Donna) "Why are you sitting at our table? Why didn't you go over there and choose that one?"

Donna: "Well, there was no one sittin' here."

1st Boy: "Come on you guys...let's split."

2nd Boy: "You'd better not be sittin' there tomorrow...you ugly, square-nose."

3rd Boy: "You'd better not be there."

1st Boy: "Yeah, you'd better not be there tomorrow."

<u>Irrational Self-Talk</u>:

1. They are always putting me down.
2. They shouldn't be so mean to me.
3. They make me feel so worthless.
4. I can't stand their meanness.

<u>Rational Self-Talk</u>:

1. They can say things about me but only I can put myself down. From now on I choose not to do that.
2. Since these boys have been mean to me in the past, I guess it's logical that they will continue to be mean. If they continue to be mean to me then they should, even though I wish they wouldn't.
3. They cannot make me feel worthless. Only I can make myself feel worthless. Since I do not like feeling worthless I will not even though they continue to call me names.
4. I can stand it even though I would much prefer that they not be mean to me.

ACT I, Scene 3

Sitting in the library the three boys are talking. Donna appears but the boys do not know that she is there. However, Donna can hear from a distance.

1st Boy: "Should have seen Donna in Math today. She thought 2 to the 3rd was 6."

2nd Boy: "Man, that's nothin'. You should have seen her in Social Studies."

1st Boy: "Oh, what'd she do there?"

2nd Boy: "She put down the capital of Arizona as Moscow."

3rd Boy: "She's about as stupid as she is ugly."

Irrational Self-Talk:
1. They shouldn't say.....
2. They are creeps themselves. They are nothing but.....
3. They make me feel so.....

Rational Self-Talk:
1. I prefer they not talk about me like that but they can if they choose. I cannot control them.
2. I cannot label them any more than they can label me. Labels are only words. They are only one person's evaluation of another. They do not change human worth.
3. Only I can make myself feel angry and I choose not to.

Donna walks up to the boys and very kindly says:

"Hi,_____, _____, _____ (names). I want you to know I heard what you said about me. I also want you to know it is not true. I am neither stupid nor ugly but if you choose to believe, go right ahead. In any case, thank you for the attention."

Boys follow up with continued insults.

Donna: "You don't have to like me in order for me to like myself and because I have learned to like myself, I like you in spite of your continued insults. I'm sorry you have to put me down in order to feel good about yourself. If that's your style, help yourself."

SCRIPT FOR R. T. DRAMA - ALTERNATIVE SCRIPT

SCENE: It is the last mod of the day. The teacher is at the chalkboard giving a lecture. Bill is being hassled by two students. When the teacher turns toward the class the hassling stops. When he turns back to the board the students resume hassling Bill; throwing spitwads, making faces and poking. Bill finally backhands one of the guys.....at the same time the teacher turns around.

TEACHER: (sternly) Bill, I want you to stay after school tonight.

Irrational self-talk: Bill shouldn't be fooling around like that.

Rational self-talk: I wish Bill wasn't fighting, but it has already happened and I can't change that. I'll have to put an end to it.

Irrational self-talk: Bill's not paying attention. This is awful!

Rational self-talk: Bill's not paying attention. This isn't awful but it certainly does cause a disturbance. I'll have to put an end to this.

Irrational self-talk: I must be a crummy teacher or Bill wouldn't be behaving this way.

Rational self-talk: "Crummy teacher" is a value judgment which is self defeating. But even if it were true that my behavior as a teacher is not what I want, it does not change my human worth.

BILL: (defensively) But these two guys were bugging me!

Irrational self-talk: They are always picking on me.

Rational self-talk: It's true I seem to draw their attention frequently, but certainly they don't ALWAYS pick on me.

Irrational self-talk: Everything would be okay if they would just stop bugging me.

Rational self-talk: The spitwads and pokes really don't hurt, but sure are irritating. After all, the only person that can bug me is me.

TWO STUDENTS: (in unison) We were not, you liar.

TEACHER: Okay, that's enough. The period is over now. You are all excused but I want Bill to stay.

Irrational self-talk: I'll teach Bill to upset me.

Rational self-talk: It will be good if I share my feelings of being upset with Bill but it's also good for me to realize that only I can upset myself.

Irrational self-talk: That Bill's such a turkey. He deserves to be punished.

Rational self-talk: Bill's not a turkey. That's my value judgement. He is nothing more or less than a fallible human being, just as I am. Also, punishment, for bad behavior may be appropriate to change his behavior, but saying Bill DESERVES to be punished is my value judgement.

BILL: (angrily) That's not fair! They were bugging me and you don't do a thing. I do something about it and you get on my case!

Irrational self-talk: He is not being fair.

Rational self-talk: I sure am getting the worst of this deal. It does seem unfair to me. But since he hasn't seen all that has happened he probably doesn't think it's unfair at all. Even if he does get all the information, he might still blame me which means we have a different idea of fairness. Darn it!

Irrational self-talk: They're bugging me!

Rational self-talk: They can't bug me. I'm the only one that can make me feel bugged.

Irrational self-talk: He makes me so angry.

Rational self-talk: I'm making myself angry.

TEACHER: Bill, I don't like you talking to me that way. I want you to stay after school and that's that. Class, you can go now.

Irrational self-talk: I don't like him talking that way. He SHOULDN'T talk like that to me!

Rational self-talk: Even though I don't like Bill being angry and aggressive with me he certainly should have since he did. I can accept reality even if I don't particularly like it.

(after students leave, teacher and Bill are alone)

TEACHER: Bill, come up here.

BILL: No, I don't want to talk anymore.

Irrational self-talk: This is awful. I should have gotten to leave with everyone else.

Rational self-talk: This is awful. It certainly isn't much fun, but it's not awful.

DRAMA - #1 (continued)

Irrational self-talk: Since I am here this is where I should be. I wish I could have left with everyone else but I didn't so is where I should be.

TEACHER: Now Bill, I want to try and understand what happened.

BILL: (quiet - sulking)

Irrational self-talk: I'm going to make him feel really bad for keeping me after class. He'll feel like a creep.

Rational self-talk: He may make himself feel like a creep if he chooses, but all I can do is influence his self evaluation, which may be to my disadvantage.

TEACHER: (a little frustrated) Bill, I mean it now. Tell me why you hit John.

Irrational self-talk: He should be talking to me. After all I am trying to be understanding.

Rational self-talk: It's my decision to be understanding. It is not necessary for Bill to agree with my decision and respond appropriately even though I would really like it.

BILL: (still withdrawn and refusing to discuss the issue)

Irrational self-talk: AHH!! HAA!! It's working. I'm getting him frustrated.

Rational self-talk: No. He surely is frustrated about my quietness but he is frustrated with himself.

TEACHER: Bill, why won't you tell me? Why are you angry with me?

Irrational self-talk: He should tell me!

Rational self-talk: No, he shouldn't. He isn't. The reality is that until he opens his mouth and speaks, he shouldn't even though I wish he would.

BILL: It won't do no good to tell you. You won't believe me anyhow. (pause).....

Irrational self-talk: He never believes me.

Rational self-talk: That's not true. He believes me lots of times, even though he may not believe me this time.

BILL: (again) Well you're treating me unfair. You pick on me and not those guys. It was their fault. You never make them stay after school. I didn't do anything wrong.

Irrational self-talk: I really must be a pretty bad person for behaving like I did and I'll let him think I'm pretty bad too.

DRAMA - #1 (continued)

Rational self-talk: Even if my behavior is rotten, that does not make me a rotten person. Anyway even if I do want his approval I don't have to have it to like myself.

TEACHER: Come on, what's wrong?

BILL: Well, you're always.....

TEACHER: But the only thing I saw was you hitting them.

BILL: (a little calmer) Yeah, you never catch them doing anything..... always me.....

Irrational self-talk: He never catches them. Always me.

Rational self-talk: Never? That's not true. Always!! That's nutty.

TEACHER: That's not true, Bill.

BILL: Okay, you did catch George a couple of times (smiles).

Irrational self-talk: The creep. He caught me in a lie. He knows I'm a liar.

Rational self-talk: There's no such thing as a liar. Only human beings that sometimes lie. Anyway, he is being understanding and I like that.

TEACHER: Good, now we're getting someplace. Now what DID happen?

DRAMATIZATIONS

Short skits will be performed by students to dramatize the technique that this unit is teaching.

The dramas will be presented twice. The first one you are to watch, observe, and enjoy. After the second drama be prepared to answer the following questions:

A. Activating Event: What was the event that resulted in Donna feeling as she did?

_____

B. Irrational Beliefs: List three of Donna's garbage beliefs.

_____

_____

_____

C. Emotional Consequences: What feelings were being expressed by Donna?

_____

_____

_____

D. Rational Alternatives: Donna gave up her garbage beliefs. What rational alternatives did she replace them with?

_____

_____

_____

E. New Feelings and Behavior: How did Donna act and feel differently after she believed the new rational alternatives?

_____

_____

_____

FORM ACTIVITY
B - Objective III - 3.4

SONG LYRIC WORKSHEET

GARBAGE BELIEFS	RATIONAL ALTERNATIVES	COUNSELOR COMMENTS

FORM ACTIVITY
B - Objective III - 3.7

SONG LYRICS - #1

YOU'VE GOT A FRIEND - by CAROL KING

When you're down and troubled
And you need some loving care
And nothing, nothing, is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night.

CHORUS:

You just call out my name
And you know wherever I am
I'll come running to see you again.
Winter, Spring, Summer, or Fall
All you have to do is call
And I'll be there. You've got a friend.

If the sky above you
Grows dark and full of clouds
And that old North wind begins to blow
Keep your head together
And call my name out loud
Soon you'll hear me knock'n at your door.

CHORUS: (repeat)

When people can be so cold
They'll hurt you and desert you
And take your soul if you'll let them
Oh, but don't you let them.

CHORUS: (repeat)

SONG LYRICS - #2

(You Make Me Feel Like) A NATURAL WOMAN - by CAROL KING

Looking out on the morning rain
I use to feel uninspired
And when I knew I had to face another day
Lord, it made me feel so tired
Before the day I met you, life was so unkind
But your love was the key to my peace of mind.

CHORUS:

Cause you make me feel,
You make me feel,
You make me feel like a natural woman.

When my soul was in the lost and found
You came along to claim it
I didn't know just what was wrong with me
Till your kiss helped me claim it.
Now I'm no longer doubtful of what I'm living for
'Cause if I make you happy, I don't need to do more.

CHORUS: (repeat)

Oh, Baby, what you've done to me
You make me feel so good inside
And I just want to be close to you
You make me feel so alive.

CHORUS: (repeat)

SONG LYRICS - #3

GOODBYE YELLOW BRICK ROAD - by Elton John

When are you gonna come down?
When are you going to land?
I should have stayed on the farm
I should have listened to my old man.

You know you can't hold me forever,
I didn't sign up with you.
I'm not a present for your friends to open,
This boy's too young to be singing the blues.

CHORUS:

So goodbye yellow brick road,
Where the dogs of society howl.
You can't plant me in your penthouse,
I'm going back to my plough
Back to the howling old owl in the woods,
Hunting the horny-back toad.
Oh, I've finally decided my future lies
Beyond the yellow brick road.

What do you think you'll do then?
I bet that'll shoot down your plane
It'll take you a couple of vodka and tonics
To set you on your feet again.

Maybe you'll get a replacement,
There's plenty like me to be found.
Mongrels, who ain't got a penny
Sniffing for tidbits like you on the ground.

CHORUS: (repeat)

PROGRAM EVALUATION - Part B - Objective III

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: Students will learn that by visualization of a particular event, related feelings will naturally flow from the visualization.

OBJECTIVE IV: GIVEN THE PREVIOUS IDENTIFIED GARBAGE BELIEF FROM ACTIVITY 4.3 - Part A and THE RESULTING DEBILITATING FEELINGS, STUDENTS WILL BE ABLE TO IMAGINE THEMSELVES FEELING AND BEHAVING IN A MORE RATIONAL MANNER BY WRITING THIS DOWN IN PARAGRAH FORM.

STUDENT OBJECTIVE IV: I WILL BE ABLE TO IMAGINE FEELING AND BEHAVING DIFFERENTLY WHEN I GIVE UP GARBAGE BELIEFS AND REPLACE THEM WITH RATIONAL ALTERNATIVES.

ACTIVITIES:

4.1 COUNSELOR DIRECTED: The counselor will ask students to become comfortable in their chairs and close their eyes. The class will be lead through a fantasy exercise designed to create a feeling of visualization.

4.2 COUNSELOR DIRECTED: Model Activity 4.2 will be distributed and discussed with the students. In a paragraph the students will describe an actual personal incident which includes their stated garbage belief and their resulting feelings and behaviors. (see Model Activity 4.2)

4.3 COUNSELOR DIRECTED: The counselor will ask the students to visualize a preferred feeling and a preferred resulting behavior. This visualization, with its new resulting feelings and behaviors, will be written down in paragraph form. (see Model Activity 4.2)

MODEL OF IMAGERY

GARBAGE BELIEF:

Mom makes me angry every time she blames me when my brother and I fight.

FIRST PARAGRAPH:

Last week my brother, Fred, took my tennis racket without asking me. I angrily told him not to do it again. Just then Mom walked in the room and shouted at me, "You're always picking on Fred." She makes me so angry becau.e I always get blamed.

I yelled back, "He started it - why don't you pick on him some time?" As a result, I was sent to my room. I hate it when I get sent to my room, especially when it isn't my fault.

ANALYSIS OF FIRST PARAGRAPH:

1. Fred did take the tennis racket without your permission. This is an event which occurred seemingly without your choice. In other words, you had no control over the activating event.
2. How you feel and behave about the activating event IS your choice. In this case, you chose to become angry (feeling) and as a result, defended yourself (behavior) by shouting at your mother. The end result was that you were sent to your room; a result which you did not personally prefer.
3. To avoid unwanted consequences in the future, it is useful to imagine yourself feeling and behaving in more useful ways in the present. Imagine yourself in the same situation feeling and behaving differently.

SECOND PARAGRAPH:

Last week my brother, Fred, took my tennis racket without asking me. I felt upset about Fred taking it without asking, but he'd done it before and he'll probably do it again. I told Fred, "I really get uptight when you take my tennis racket, and I wish you wouldn't do it any more.

MODEL OF IMAGERY (continued)

SECOND PARAGRAPH (continued)

Mom came in and said, "What's the problem?"

I said, "Fred took my tennis racket. I wish you'd ask him to leave my things alone." I still felt a little upset.....but.....I wasn't angry.

MODEL ACTIVITY
B - Objective IV - 4.2

PROGRAM EVALUATION - Part B - Objective IV

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

GOAL: Students will be able to apply rational thinking concepts.

OBJECTIVE V: STUDENTS CAN APPLY THE RATIONAL THINKING CONCEPTS BY CORRECTLY COMPLETING A SELF-UNDERSTANDING WORKSHEET.

STUDENT OBJECTIVE V: I WILL BE ABLE TO APPLY THE RATIONAL THINKING CONCEPTS BY COMPLETING A SELF-UNDERSTANDING WORKSHEET.

ACTIVITIES:

5.1 TEACHER DIRECTED: Given a guide, students will complete a self-understanding worksheet in which they apply a personal situation involving emotional stress to the model. Students who do not complete the worksheet correctly will meet with the counselor or teacher to review the concept. These students will then be asked to redo their worksheet. (see Model Activity 5.1)

GUIDE TO SELF-UNDERSTANDING WORKSHEET

This is your final assignment. We want to know if you understand the 'A' * 'B' * 'C' * 'D' * 'E' of Rational Thinking and if you can apply it to your personal life.

'A': Identify a situation which results in your feeling and behaving in ways you don't like.

EXAMPLES: Quarrels with brothers or sisters.
Speaking in front of a class.

Explain the situation FULLY. One or two sentences won't make it complete.

'B': Identify your self-talk. Use the Irrational self-talk identified in the context as a guide. 'Self-talk' is written in sentences.

EXAMPLES:
1. "He made me feel worthless."
2. "They shouldn't call me stupid."
3. "I should have done better."

'C': Identify the feelings you have as a result of the situation explained in 'A'.

EXAMPLES:
1. "I felt hurt."
2. "I was embarrassed."

'D': Argue against each sentence in Section 'B'. Tell why it is not true.

EXAMPLES:
1. Only I can make myself feel worthless. I know my worth CANNOT be changed. I am always good, loveable, capable, wonderful, and beautiful.
2. They can call me stupid. I wish they wouldn't but I don't have to accept it. Their calling me stupid does not make me stupid.
3. I should have done just as well as I did. I can improve my performance but at that time it should have been exactly as it was.

'E': Identify the feelings and behavior you would choose to have and practice saying the new sentences in the 'D' section to yourself, rather than the sentences in 'B'.

EXAMPLES: When kids call me names I will continue to be a little hurt because I wish they wouldn't do it. But I do not choose to be angry and call names back.

PROGRAM EVALUATION - Part B - Objective V

STRENGTHS: _____

WEAKNESSES: _____

STUDENT REACTIONS AND/OR COMMENTS: _____

GENERAL COMMENTS: _____

GOAL: Students will be able to complete a self-evaluation test and a program evaluation form.

OBJECTIVE VI: TEACHER AND COUNSELORS WILL KNOW FROM RESULTS OF STUDENT SELF-EVALUATION POST-TEST AND STUDENT EVALUATION OF THIS PROGRAM THE EFFECTS OF THE PROGRAM UPON THE STUDENTS.

ACTIVITIES:

6.1 TEACHER DIRECTED: The teacher will administer a self-evaluation post test to students.

6.2 TEACHER DIRECTED: Students will be asked to anonymously answer evaluation questionnaire concerning this program. (see form activity 6.2)

PROGRAM EVALUATION QUESTIONNAIRE

1. List the parts of the program you thought most useful or enjoyable. Give reasons for choosing these parts. Use table of contents in your notebook as a guide.

2. List the parts of the program you thought least helpful or least enjoyable. Why?

3. Do you see yourself any differently as a result of this unit? Please explain fully.

FORM ACTIVITY
B - Objective VI - 6.2

PROGRAM EVALUATION - Part B - Objective VI

STRENGTHS:

WEAKNESSES:

STUDENT REACTIONS AND/OR COMMENTS:

GENERAL COMMENTS:

FILM LIST

The films listed were selected from one of the following three resources:

1. Multnomah County I.E.D. Educational Resource Center
2. Multnomah County Library, Group Services
3. William Kuhns, Themes: Short Films For Discussion, George A. Pflaum, Publisher, 1968

Based on the film summaries provided, films were selected as being appropriate for this unit. It is recommended that films be previewed.

Group I: Films from Multnomah County I.E.D.

Film #	Minutes	Color or Black & White	Title
635	8	C	Is it Always Right to be Right
1020	28	B/W	You're No Good
3180	14	C	Ivan and His Father
3839	15	C	Feelings Don't Stay Mad
4282	28	C	Day That Sang and Cried
4595	16	C	I Who Am, Who Am I
4601	16	C	Right To Live, Who Decides
4631	17	C	Barriers
4667	16	C	So Far Apart
4686	121	C	Walls and Windows
4691	12	C	Being Real
4853	11	C	Managing Your Emotions

Group 2: Films from Multnomah County Library, Group Services, 233-7201 ext. 43

Minutes	Color or Black & White	Date	Title
10	C	1957	A Chairy Tale
12	B/W	1954	Corral
25	B/W		The Eye of the Beholder
29			No Man is an Island
21			Shyness
15	C	1952	The Toymaker
14	C	1970	To See or Not To See
25	C	1970	Eye of The Storm

Group 3: Themes: Short Films for Discussion by William Kuhns.

The films are rentals but may possibly be ordered for preview through the County or other resource.

Minutes	Color or Black & White	Year	Title	Distributor
10	B/W	1964	A	Mass Media Industries
6½	C	1962	Barbara	Interlude Films
10	C	1948	Boundary Lines	Contemporary Films
6	C	1965	The Daisy	Mass Media Industries
24	B/W	1960	I Was a Ninety Pound Weakling	Contemporary Films
10	C	1959	Moonbird	Contemporary Films
8	C	1965	The Top	Contemporary Films
7	C	1960	The Violinist	Mass Media Industries
4	C	1965	The Wall	Contemporary Films
8	C	1964	The Apple	Pyramid Films
9	C		The House That Jack Built	Learning Corp. of America
5	B/W	1971	In A Boy	Learning Corp. of America

GLOSSARY

1. activating event: Point 'A' in the A-B-C theory of Rational Thinking. The activating event may be a person, situation and/or events. The feeling experienced is caused not by the activating event but by your thoughts about it.

2. body worth: The value of your physical appearance; it has no effect on your human worth - it cannot increase it or decrease it. There is no standard by which your human value can be accurately measured.

3. catastrophizing words: Using words which make situations, persons, or events worse than they really are. For example: This is awful; He is terrible; I can't stand it.

4. clear spots: An absence of a garbage belief which enables you to see your wonderful, beautiful, lovable, and capable self. For example: If you are called "stupid" and remain tranquil, this is a clear spot because you do not believe your human worth is based on intelligence.

5. demanding words: Using words to insist that something be the way you want it to be. For example: I should be a good student; I ought to be more confident; I must be the very best at anything I try.

6. disputing irrational beliefs: Point 'D' in the theory of Rational Thinking; using rational beliefs to argue against irrational beliefs. For example: It isn't awful that Susan makes fun of me, but I don't like it; also known as rational alternatives.

7. emotional consequences: Point 'C' in the A-B-C theory of Rational Thinking; feelings you experience because of self-talk like embarrassment, anger, happiness, joy, etc.

8. external self: That part of the self which is described by performance and body.

9. fallible human being: Capable of making mistakes; a quality shared by all human beings.

10. garbage beliefs: Beliefs, which when accepted, result in believing you are less worthwhile; also known as irrational beliefs or baloney.

11. human worth: Your value as a human being; all people have equal human worth that cannot be changed.

12. internal self: That part of the self which is described by feelings and emotions. It is always wonderful, beautiful, lovable, and capable.

13. irrational beliefs: Beliefs, which when accepted, result in you feeling less worthwhile; also known as garbage beliefs or baloney. For example: Without the approval of others, I cannot approve of myself.

14. labels: Value judgments like weirdo, freak, ugly, stupid, etc. When used, they are believed to change the self from wonderful, beautiful, lovable, and capable into that label. For example: When labeling someone a liar, it is believed that it changes the person labeled from a fallible human being who sometimes lies, into a liar and all the undesirable qualities associated with it.

GLOSSARY (continued)

15. love bucket: A concept which represents your love and acceptance of your self. This concept is based on the belief that you can only love others as much as you love yourself.

16. over-generalizations: Using words which make situations, people, or events worse than they really are. For example: I'm never chosen; I always make mistakes; I'm a rotten person.

17. performance worth: The value of what you do; it has no effect on human worth - it cannot increase it or decrease it. There is no standard by which your human value can accurately be measured.

18. rational beliefs: Thinking which is based on reality or the way life is rather than the way you think life is or want it to be.

19. rational imagery: Imagining in your mind how you would rather feel and behave about a situation, person or event.

20. self-talk: Point 'B' in the A-B-C theory of Rational Thinking; usually unconscious thoughts you have about the activating event. For example: "He makes me mad"; "He shouldn't treat me that way"; "I can't stand it!"

21. tranquil: A feeling; having the absence of anxiety; not being uptight; feeling relaxed or comfortable.

22. wounds: A garbage belief, which when recognized by others, results in emotional pain. For example: If you are called "stupid" and you become angry, you have been poked in a wound.

BIBLIOGRAPHY

ELLIS, Albert: A Guide to Rational Living, 1961

ELLIS, Albert: Reason and Emotion in Psychotherapy, 1962

ELLSWORTH, Sterling: Journey to The Center of Self - Part I and Part II

KRANZLER, Gerald: You Can Change How You Feel, 1974

MAULTSBY, Maxie: Handbook of Rational Self-Counseling, 1971

APPENDIX - A

Student Table of Contents

I AM ME by Virginia Satir

Glossary — It is not necessary for you to memorize these terms. You will be learning these words as we progress through the unit. Use the glossary as a guide to help learn the concepts taught.

Worth Section-This section includes:

A. A worth checklist - to evaluate my understanding of the term, human worth
B. The Worth Game Results - my list of "survivors"
C. A paragraph on body characteristics - My body characteristics which I would change and how that would change my human worth
D. A paragraph on body characteristics - My arguement that body characteristics do not give human worth
E. Presentation notes - Notes and drawings of my thoughts and feelings about the presentations

Self Section — This section includes:

A. A true-false quiz - To evaluate my understanding of my internal and external self.
B. Presentation notes - Notes and drawing of my thoughts and feelings about the presentations

Garbage Beliefs Section - This section includes:

A. Two personal garbage beliefs - Two beliefs I have about me which cover up my beautiful self
B. A Questionnaire - To evaluate my understanding of garbage beliefs
C. Presentation notes - Notes and drawings of my thoughts and feelings about the presentations

Love Bucket Section - This section includes:

A. A Fairy Tale
B. A written personal experience - A time when I felt like my Love Bucket was full
C. A written personal experience - A time when I felt like my Love Bucket was empty
D. Presentation notes - Notes and drawings of my thoughts and feelings about the presentation

Feelings Section - This section includes:

A. An A-B-C model of Rational Thinking
B. A paragraph - My thoughts about why different feelings resulted from the same event
C. A short story and questions - To evaluate my understanding of how I cause my own feelings
D. Presentation notes - Notes and drawings of my thoughts and feelings about the presentation

Appendix - A (continued)

Irrational Beliefs Section - This section includes:

A. An A-B-C story and questions - To evaluate my understanding of how self-talk causes emotional responses
B. Ten irrational beliefs
C. Notes - My notes on demanding words, catastrophizing words, and over-generalizing words
D. A written personal emotional experience using the A-B-C model
E. Presentation notes - Notes and drawings of my thoughts and about the presentation

Rational Alternatives Section - This section includes:

A. Ten irrational beliefs and a rational alternative
B. Drama Questions - To evaluate my understanding of how I cause my own feelings and am responsible for my own behavior
C. Song lyrics and related questions
D. Presentation notes - Notes and drawings of my thoughts and feelings about the presentation

Rational Imagery - This section includes:

A. A model of imagery
B. A paragraph - The feelings and behaviors I visualize from my garbage beliefs (see garbage belief section)
C. A paragraph - The preferred feelings and behaviors I visualize from my garbage beliefs
D. Presentation notes - Notes and drawings of my thoughts and feelings about the presentation

Self-Understanding Worksheet Section - This section includes:

A. A guide to self-understanding worksheet
B. A written self-understanding worksheet
C. Presentation notes - Notes and drawings of my thoughts and feelings about the program

Evaluation - This section includes:

A. Self Evaluation Inventory

APPENDIX - B

FOLLOW UP

It is suggested that follow up activities accompany this unit. The activities are to be designed not only to revive interest but also to determine retention and use of the concepts taught.

It is suggested that follow up activities be conducted at least three times per year. Therefore, there would be two follow up activities in the seventh grade, three in the eighth grade and three in the ninth grade.

Suggested follow up activities:

1. Appropriate films selected from the film list could be shown with a discussion following.
2. Readminister the self-evaluation inventory and compare it to post-inventory scores.
3. Request students to complete a self-understanding worksheet.
4. Review the terms in the glossary.
5. Reintroduce and discuss activities included in the unit.

Also, it is suggested that students be encouraged to form counseling groups designed for the purpose of facilitating application of the A-B-C theory.